



**RONALD EDMONDS LEARNING CENTER
MIDDLE SCHOOL 113**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 13/ K/113
ADDRESS: 300 ADELPHI STREET
TELEPHONE: 718-834-6734
FAX: 718-596-2802**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 13k113 **SCHOOL NAME:** RONALD EDMONDS LEARNING CENTER

SCHOOL ADDRESS: 300 ADELPHI STREET <> BROOKLYN, NEW YORK <> 11205

SCHOOL TELEPHONE: 718-834-6734 **FAX:** 718-596-2802

SCHOOL CONTACT PERSON: DAWNIQUE DAUGHTRY **EMAIL ADDRESS:** ddaught@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: LAURA FELDER

PRINCIPAL: STANLEY WALKER, IA

UFT CHAPTER LEADER: NANCY DUNCAN

PARENTS' ASSOCIATION PRESIDENT: JANICE BATINSINGH

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 13 **CHILDREN FIRST NETWORK (CFN):** 110

NETWORK LEADER: DR. CHARLENE SMITH

SUPERINTENDENT: DR. JAMES MACHEN

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
STANLEY WALKER	*Principal or Designee	
NANCY DUNCAN	*UFT Chapter Chairperson or Designee	
JANICE BATINSINGH	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Ronald Edmonds Learning Center (RELC) Middle School 113 in Brooklyn, New York, is a well-run, public school with strong gifted programs. The school has three academies, each occupying a different floor or wing of the building. They include the Academy of Performing Arts, Academy of Communication and Technology Studies, and the School of Fine Arts and Design. The different programs attract children with demonstrated artistic, musical, or theatrical ability. RELC offers accelerated courses in Earth Science, Integrated Algebra, Social Studies, and English. . It is a NYC exemplary site for the Arts, and it is a NABSE demonstration school.

The school is considered home to many. Of course, its immediate and obvious “residents” include the student body, their parents/guardians, and the staff. However, the school is the center of activity for a wide variety of other individuals, including other schools, members of the surrounding communities, non-profit organizations, university performance dance groups, and professional Hollywood directors. In the past year alone, the school’s auditorium/theatre was the location for graduation ceremonies of smaller elementary schools, rites of passage events for local organizations, and annual meetings for community groups.

At RELC, our mission is to motivate and develop children into tomorrow’s leaders through an accelerated curriculum of fine and performing arts, sciences, technology, and foreign language. Our focus addresses the emotional and social needs of middle school children. We teach children to become critical thinkers and to develop a vested interest in their community and society at large.

Our students enjoy coming to school and are excited about learning. They know teachers are not only concerned about their well being, but are always willing and able to answer the “what if” question. This is due in part to the staff of RELC. Our teachers have both a congenial and collegial relationship. They plan lessons, exams, projects, as well as trips, together within sub-schools and content areas. They often communicate with parents as they realize they cannot do this job alone. They not only feel all children can learn but they feel it is their job to make sure that happens.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Special Education Enrollment:					
Total				(As of October 31)	2007-08	2008-09	2009-10		
				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					
Number all others				Superintendent Suspensions					
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
Male								
Female								

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.
 *For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 **http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Although, RELC has made some significant progress in the areas of student achievement, due to the change in the proficiency scales this year, our previous scores of 82% proficiency on the New York State Mathematics Exam and 76% proficient on the English Language Arts exam, have decreased.

Over the last couple of years, targeted professional developments and common planning meetings that examined best practices, such as differentiated instruction contributed to the improvement of our students' scores. There is work yet to be done in the area of English Language Arts. A focus area that needs development is differentiated instruction and execution of instruction that is closely aligned with the curriculum and the integration of the Common Core Standards. Many of our teachers this year have completed a Master program and a few others are continuing their education with the pursuit of a second master in the area in which they teach. In this way, we are adding to our pool of already highly qualified teachers at the school.

Six teachers and two administrators worked on the Inquiry Team during the 2009-2010 school year. The team focused on students who did not make yearly progress in English Language Arts as documented in ARIS. The targeted population was 15 grade 7 students that did not make yearly progress based on their 6th and 7th grade scores on the State ELA exam. Using students' data in ARIS, we looked at these students performance on the multiple choice section of the ELA exam and noted the specific questions answered incorrectly. We identified the specific area of difficulty, non-fiction texts and then the specific skills. These included but is not limited to essential/non-essential information, the use of index, sidebars and graphs

One significant barrier to the school's continuous improvement is in the area of our students with disabilities in English Language Arts. For the last two years these students met the Adequate Yearly Progress (AYP) goals under the No Child Left Behind Law (NCLB). However, this year these students did not meet AYP. Therefore, we will continue to target this population for additional support.

During the 2010-2011 school year, this area will be addressed at both the student and teacher Levels. The web based programs Achieve 3000 for ELA and Skills Tutor for Math will be utilized to Increase student achievement. In addition, teachers of students with disabilities will receive ongoing Professional development to insure successful classroom practices for these students.

In conclusion, the work of the Inquiry team, the use of technology based programs for students with disabilities increased opportunities for academic assistance afterschool and on Saturdays and the

focused professional developments on differentiated instruction for the 2010-2011 school year will no doubt result in significant academic achievement of our students.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

1. By June 2011, the students with disabilities will demonstrate progress toward achieving state standards as measured by a 5% increase in students meeting level 2 on the New York State ELA exam. We will utilize the web based programs, Achieve 3000 for ELA and SkillsTutor for Math. Both of these assess student's knowledge, use lessons at the student's individual level and track their progress. These programs will be scheduled for 2 periods in both ELA and Math classrooms.
2. By June 2011, the general education student group will demonstrate progress toward achieving state standards as measured by a 5% increase in students scoring levels 2 and 3 on the New York State ELA and Math Exams. Through the use of the DOE mandated 37.5 minutes of small-group instruction, students with Level 1 and 2 scores in Mathematics and/or English Language Arts will receive small group tutoring. The groups will be no larger than 10 students per teacher (5 for students with IEPs).
3. By June 2011, students (general and special education) will demonstrate grade mastery according to the Chancellor's promotional criteria as measured by a 10% decrease in students who attend summer school. Provide afterschool homework assistance and tutoring to students in danger of falling academic subjects as identified by classroom teachers

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): **ELA/Students with Disabilities**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, the students with disabilities will demonstrate progress toward achieving state standards as measured by a 5% increase in students meeting level 2 on the New York State ELA exam</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>We will implement the web based program Achieve 3000 in ELA which assesses student knowledge; provide lessons at the students' individual levels and tracks student progress on an on-going basis. The program will be utilized with ELA teachers of Special education classes which includes CTT. The program will begin the third week of October 2010.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>School funds will be utilized to purchase Achieve 3000 and provide professional development for teachers utilizing the programs. 4 ELA special education teachers, will provide the program for 2 periods per week in ELA.. In addition, the SETSS and Speech teacher will utilize these programs during their scheduled pull-put periods. Two mobile labs will be made available solely for the use of these two programs.</p> <p>Utilize school data specialist to assist with data collection, analysis and reports</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Every 6 weeks a DY0 assessment and weekly Achieve 3000 assessments will be given to track student progress. The results will be analyzed to review and revise, if necessary, the technology and support. Tools in the literacy programs to monitor progress will also be utilized to guide differentiated instruction.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): ELA, Math – School Wide

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, the general education student group will demonstrate progress toward achieving state standards as measured by a 5% increase in students scoring levels 2 and 3 on the New York State ELA and Math Exams</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Through the use of the DOE mandated 37.5 minutes of small-group instruction, students with Level 1 and 2 scores in Mathematics and/or English Language Arts will receive small group tutoring. The groups will be no larger than 10 students per teacher (5 for students with IEPs. In addition, Saturday Test Prep will be offered for identified students for 2 Saturdays per month for 2 hours each. One hour for ELA and one hour for Math. At each session, students will take a short assessment in each area and then teachers will review answers and appropriate and applicable test taking strategies.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Teachers will be assigned a small group. Coach Math and ELA books will be provided for each student.</p> <p>4 ELA and 4 Math teachers will be recruited to provide instruction during Saturday Test Prep</p> <p>Utilize school data specialist to assist with data collection, analysis and reports</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Weekly assessments of the small group instruction, the attendance and results of the Saturday Test Prep assessment will be given to the ELA/Math teachers. A quarterly review of all of the above will result in continued progress as evidenced on the DYO assessments.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification

Subject/Area (where relevant): School wide

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, students (general and special education) will demonstrate grade mastery according to the Chancellor’s promotional criteria as measured by a 10% decrease in students who attend summer school.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Provide daily after school homework assistance and tutoring to students in failing and/or in danger of falling academic subjects as identified by classroom teachers. This Afterschool Academic Assistance (AAA) program will begin the first week of December 2010. Academic subject teachers will provide assistance</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The C4E allocation will be utilized for this program. Academic Subject teachers will be recruited via a per session job posting.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Weekly progress reports for each student by AAA teachers, student report cards every trimester and daily attendance at AAA will be utilized to measure progress. It is expected that students in the AAA program classroom performance will improve including but not limited to test scores, the quantity and quality of Homework.</p>

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REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	90	70	-	-	10	0	0	0
7	100	90	-	-	7	0	0	0
8	100	67	80	87	5	0	0	0
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>RELC adopted strategies for improving instruction and student performance in English Language Arts, including the implementation of the workshop model outline. Using strategy-based mini lessons, the teacher will teach a new strategy to students. During independent work time, students will practice the strategy learned. During that time as well, either the teacher will confer independently with individual students, match the students to leveled texts, or conduct a guided reading lesson. ELA is divided into reading and writing workshops sections. The teacher will establish clear routines and instructions with the students to ensure that there is a concrete and related transition from the reading workshop to the writing workshop. The teacher will differentiate instruction to meet all the needs of the students and use the Fountas and Pinnell reading level to monitor progress. Selected students, who consistently perform outstandingly well and are highly motivated, will engage in two years of accelerated coursework, beginning in the seventh grade. They will have the opportunity to take the English Regents examination during the eighth grade.</p> <p>Academic Intervention Services will be provided in order to meet the needs of all students to help them meet the State standards in ELA. Guidance and support services will also be provided to assist students who are not performing at their expected performance level. Support services would also include investigating ways to assist students. To ensure that the needs of all children in the school are met, counseling and student support services will be provided by qualified personnel, including one full-time school counselor, and a parent coordinator.</p> <p>All students performing in levels 1 and 2, students deemed to be at risk, as well as students in special education and English Language Learners, will receive Academy Intervention Services as follows: Pull-Out/Push-In during regular instruction, small group instruction, as per Circular 6 professional activity, and after regular school hours. During the 37.5 minutes, general education students would receive small group instruction not to exceed 10 students; students with an IEP would be in a group not to exceed 5 students.</p>

Mathematics:

Mathematics instruction will adhere to the philosophy of instruction and the content outlined in the mandated text series, *Impact Mathematics*. The focus of the Mathematics department is to promote student confidence, flexibility, and intuition in mathematical thinking. Through the Workshop Model (Mini-lesson, Investigation, Share/Summarize), students will be given the opportunity to construct meaning from problem- and inquiry-based activities. Some will also have the opportunity to take the Integrated Regents by the end of 7th/8th grade. Selected classes will be chosen to take the exam in grade 7/8. The Prentice Hall Integrated Algebra textbook as well as highly qualified educators will support this instruction.

Instructors will encourage students to take an active role in assessing their own understanding of concepts, strategies, and skills. A mathematical culture will exist in which students share their ideas with one another and learn from one another (Accountable Talk), to reflect upon their thinking and communicate their ideas in writing (math journals, word walls, process charts). Additionally, students will be asked to keep a portfolio of work in each of the seven key ideas, and take part in ongoing, school-wide activities.

Academic Intervention Services will be provided in order to assist students meet the State standards in Mathematics. Guidance and support services will also be provided to assist students who are not performing at their expected performance level. Support services would also include looking into material ways to assist students. To insure that the needs of all children in the school are met, counseling and student support services will be provided by qualified personnel, including one full-time school counselor and a parent coordinator.

All students performing in levels 1 and 2, students deemed to be at risk, as well as students in special education and English Language Learners, will receive Academic Intervention Services as follows: Pull-Out/Push-In during regular instruction, small group instruction, as per Circular 6 professional activity, and after regular school hours. During the 37.5 minutes, general education students would receive small group instruction not to exceed 10 students; students with an IEP would be in a group not to exceed 5 students.

. In small groups, teachers will work with students on literacy strategies, apply the skills to real text, respond to focused writing tasks, and listen to stories for specific skill purposes. All participating students, including English Language Learners and special education students, will be grouped based on assessed needs for additional instruction to improve literacy skills. In order to continue to improve instruction in mathematics, teachers will be asked to take part in team lesson planning on a weekly basis and will be provided time to do so. Additionally, teams of teachers will be asked to

	<p>develop a common vision for student understanding of mathematics, to host demonstration cycles (discussed further in the section on Professional Development) and to analyze/discuss student written work generated from the school-wide projects for the purposes of further research and development. To help students meet and exceed City and State performance standards, administrators, teachers, students and parents will be involved in a data-driven approach. Ongoing assessment will be both formal and informal. In addition to teachers' individual assessment of the students, which will include learning logs, in-class assessments, rubrics, traditional testing, item analysis, and so forth, we will take school-wide measurements of student performance using the school wide interim assessments results and the Acuity results/analysis reports. From the analysis of this data, teachers will have the opportunity to review their teaching practices and make the necessary decisions to address students' needs.</p>
<p>Science:</p>	<p>The science program focuses on concepts which are relevant to the middle school student: problems of the environment, the place of technology in helping humans to investigate and have an impact within to their environment and special aspects of human growth and development of the adolescent. The curriculum will support the application of hands-on activities in order to develop problem solving, decision-making and inquiry skills, reflected by formulating usable questions and hypotheses, planning experiments, conducting systematic observations, interpreting and analyzing data, drawing conclusions, and communicating results. The learning experience will be further enhanced by means of instruction on media research and the development of presentation skills.</p> <p>The purpose and focus of science education at RELC is to offer all students' ways to understand, make predictions about, and adapt to an increasingly complex scientific and technological world. Students will be given opportunities to model scientists' methods of investigation through a "hands-on" workshop model, inquiry-based approach. Inquiry based approach involves a methodical investigative cycle which encourages and challenges students to generate open ended questions. The goal of this approach is to promote student driven learning experiences through the application of scientific thinking processes. In order to improve students' knowledge of science concepts and instruction, we have aligned our program with New York State and New York City standards.</p> <p>RELC will follow the NYS Core Curriculum for Science in conjunction with the New York City Scope and Sequence. We will be using an interdisciplinary approach with the help of the FOSS Kits, which will involve project-based learning activities, and will employ pedagogical techniques such as the Workshop Model, Accountable Talk, and Writing, borrowed from the Comprehensive Approach to Balanced Mathematics in order to promote a school-wide expectation of student excellence.</p> <p>Technology will be used as a key aspect to deliver instruction to students and to empower them to communicate and model scientific concepts. Science labs will be a component to the science</p>

	<p>curriculum in a weekly double period so that students will have an opportunity to develop projects, demonstrations, and experiments. The school will also look for opportunities for partnerships with scientific organizations, to expose students to various career opportunities as well as immediate extra-curricular activities in the sciences.</p> <p>To help students meet and exceed City and State performance standards, administrators, teachers, students and parents will be involved in a data-driven approach. Ongoing assessments will be both formal and informal. In addition to individual teachers' assessments that will include in-class assessment, item analysis, rubrics, portfolio assessment, and standardized test results, traditional testing, and so forth, the science faculty will develop a common vision for scientific understanding based on the Key Ideas of State and City standards. They will also be asked to develop interim assessments and/or projects to ensure that all students will be held to similarly high standards. This also promotes continued reflection on teaching practices and student learning. In addition, students will have the opportunity to take the Earth Science Regents exam at the end of eighth grade.</p>
<p>Social Studies:</p>	<p>The social studies curriculum emphasizes the teaching of concepts, content, understanding, skills and the use of inquiry techniques. The challenge is to develop the awareness and knowledge of our multicultural society and world, past and present, and to develop the tools necessary for problem solving, decision-making, critical thinking, and social action that will provide our students with the tools for living in a rapidly changing world. Starting in the 6th grade, students will take part in community service at our feeder elementary school and get a first-hand sense of how their role can affect the community. They will also engage in thoughtful debate concerning current issues in their community. Technology in the forms of Internet resources, Smart Boards and Mimio machines will be used as a key aspect to deliver instruction to students and to encourage students to perform research on their own.</p> <p>Through the use of project-based activities, students will learn to gather, sort, and present information. Social studies content knowledge will also be developed through content area reading during literacy periods.</p> <p>To help students meet and exceed City and State performance standards, administrators, teachers, students and parents will be involved in a data-driven approach. Ongoing assessment will be both formal and informal. In addition to individual teachers' assessments that will include in-class assessment, item analysis, rubrics, portfolio assessment, and standardized test results, traditional testing, etc., the social studies faculty will develop a common vision for scientific understanding based on the Key Ideas of State and City standards. Some students with demonstrated potential will have the opportunity to take an accelerated curriculum in grades 7 and 8, culminating with the US</p>

	History Regents examination. Teachers will also be asked to develop several school-wide projects and to generate a common experience for continued reflection on teaching practices and student learning
At-risk Services Provided by the Guidance Counselor:	The guidance counselors will provide confidential individual and group counseling, with the goal of maximizing students' abilities to benefit from their educational experience. A one-to-one meeting with a counselor will provide students with an opportunity to explore ideas, feelings and their behavior. In small group counseling, the counselors will work with two or more students together. Group size may range from two to five. Group discussions may be relatively unstructured or may be based on structured learning activities in which all members have an opportunity to learn from each other during the sessions. Counseling services will be provided to meet individual students' needs as well as to provide crisis intervention, support groups, prevention, education, and consultation to both staff and parents. To ensure that preventive disciplinary and academic plans are in place for children at risk we facilitate CARE (Children Are Reason Enough) team meetings to discuss and plan for these children.
At-risk Services Provided by the School Psychologist:	The psychologist will provide confidential individual and group counseling, with the goal of maximizing students' abilities to benefit from their educational experience. A one-to-one meeting with a psychologist will provide students with an opportunity to explore ideas, feelings and their behavior. In small group counseling the counselor will work with two or more students together. Group size may range from two to five. Group discussions may be relatively unstructured or may be based on structured learning activities in which all members have an opportunity to learn from each other during the sessions. Psychological services will be provided to meet individual students' needs as well as to provide crisis intervention, support groups, prevention, education, and consultation to both staff and parents. The psychologist will insure that IEPs are completed and current, as well as participate in all yearly and tri-annual reviews.
At-risk Services Provided by the Social Worker:	The social worker will provide confidential individual and group counseling with the goal of maximizing students' abilities to benefit from their educational experience. A one-to-one meeting with a counselor will provide students with an opportunity to explore ideas, feelings and their behavior. In small group counseling the social worker will work with two or more students together. Group size may range from two to five. Group discussions may be relatively unstructured or may be based on structured learning activities in which all members have an opportunity to learn from each other during the sessions. Social worker services will be provided to meet individual students' needs, as well as to provide crisis intervention, support groups, prevention, education, and consultation to both staff and parents.

At-risk Health-related Services:	Health Education is provided to students to educate them about proper nutrition, good health, and hygiene. This insures that students' school performance will be at its optimum level. The school nurse will be available throughout the day to see children with minor injuries and illnesses. Children who present a serious health issue are referred to doctors or specialist. During emergency situations, the nurse will assess the child and contact will be made with outside health services if needed. A Health Education teacher, in collaboration with the physical education program, will assist students in learning the best way to care for their bodies and maintain good health through exercise/proper nutrition. Additionally, students with long-term illnesses or at risk will be provided with one-on-one assistance, as well as in group assistance for maintaining good health and hygiene.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).

- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	701,699.00	258,780.00	960,479.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	7,019.00	2,568.00	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	35,086.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	70,169.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year? 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			701,704.00	✓	15-18
Title I, Part A (ARRA)	Federal	✓			256,784.00	✓	15-18
Title II, Part A	Federal		✓				
Title III, Part A	Federal	✓					
Title IV	Federal		✓				
IDEA	Federal		✓				
Tax Levy	Local		✓				

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

We currently have 9 students enrolled in RELC that are in STH

2. Please describe the services you are planning to provide to the STH population.

Currently, RELC has a full time family worker that works specifically with the students in temporary housing. These students are and have been provided with guidance services including counseling if needed or requested, academic support including school supplies, academic assistance afterschool and on Saturdays,

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	M.S. 113 Ronald Edmonds Learning Center					
District:	13	DBN:	13K113	School	331300010113	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.7	92.9	91.1
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		97.7	97.6	97.4
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	302	349	276	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	288	282	340		68.9	79.4	78.6
Grade 8	293	280	275				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		4	9	15
Grade 12	0	0	0				
Ungraded	25	23	19	Recent Immigrants - Total Number:			
Total	908	934	910	(As of October 31)	2007-08	2008-09	2009-10
					2	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	88	70	68	Principal Suspensions	65	43	64
# in Collaborative Team Teaching (CTT) Classes	33	47	44	Superintendent Suspensions	26	17	22
Number all others	43	56	51				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	68	66	67
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	15	18	9
# receiving ESL services only	16	18	TBD				
# ELLs with IEPs	4	10	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	8	7	13

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	4	21	% fully licensed & permanently assigned to this school	100.0	98.5	100.0
				% more than 2 years teaching in this school	69.1	66.7	79.1
				% more than 5 years teaching anywhere	55.9	59.1	70.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	79.0	82.0	86.6
American Indian or Alaska Native	0.7	1.0	0.0	% core classes taught by "highly qualified" teachers	77.5	86.8	96.6
Black or African American	80.0	78.5	78.8				
Hispanic or Latino	16.1	16.7	17.3				
Asian or Native Hawaiian/Other Pacific	2.1	2.6	3.7				
White	1.0	1.3	0.1				
Male	44.5	48.3	48.8				
Female	55.5	51.7	51.2				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial	-	-	-				
Students with Disabilities	v	v					
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	32.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	4.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	20.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

Ronald Edmonds Learning Center
Title I Parent Involvement Policy

Ronald Edmonds (RELC) will take the following actions to involve parents

LIST ACTIONS

1. *RELC* will take the following actions to involve parents in the process of school review and improvement under Section 11 Academic Assessment and Local Educational Agency and School Improvement of ESEA:

- Convene an annual meeting for parents of participating Title I students for the purpose of explaining the program offerings.
- Parents will be asked to volunteer to serve on a committee that will meet during the school year to help plan and review Title I programs.
- Jointly develop, with parents, a parent involvement plan that outlines how parents, staff, and students will share ideas, and outline responsibilities which will enable participating Title I students to achieve higher standards. This will be reviewed regularly at PTA and SLT meetings.

2. *RELC* will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:

3. *RELC* will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

4. *RELC* will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- i. The State's academic content standards;
- ii. The State's student academic achievement standards;
- iii. The State and local academic assessments including alternate assessments;
- iv. The requirements of Title I, Part A;
- v. How to monitor their child's progress; and
- vi. How to work with educators.

- *Evening workshops held in conjunction with PTA meetings.*

b. *RELC* will provide materials and training to help parents work with their children to improve their children academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

- *Evening workshops conducted by teachers and other staff as well as community based organizations.*

c. *RELC* will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

- *Workshops will be conducted in conjunction with regularly scheduled professional development.*

d. *RELC will*, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, and Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that supports parents in more fully participating in the education of their children by:

- *Having the Parent Coordinator serve as a resource for contacting these activities.*

e. *RELC will* take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- *Translate all mailings as necessary.*

- *Identify preferred method of communication for parents and maintain up-to-date e-mail, postal, and phone information.*

Adoption

This policy will be adopted by *RELC* after modifications have been included after meeting with the School Leadership Team and will be in effect for the period of two years. The school will distribute this policy to all parents of participating Title I Part A children on or before November 18, 2010 in future years and soon after its adoption this year.

Principal's Signature: _____

Date: ____ 11/18/2010 _____

Ronald Edmonds Learning Center – MS 113 **School Parent Compact**

School Responsibilities

School: Ronald Edmonds Learning Center will:

- ⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Ronald Edmonds Learning Center has established the highest standards for each and every student in grade 6-8. The building has instituted 80% as the passing grade for all students. To assist the students in achieving this standard the school has selected Long Island University as afterschool provider. In addition to the afterschool programs there has been a bi monthly Saturday Enrichment Program created to assist students. Selecting and training our teachers in the adopted programs to meet the requirements of the state and city curriculum in all subject areas has proven successful for our students. All of our educators possess certification in their instruction/subject area. Each teacher has shown creativity and caring towards our student body through fostering relationships with the students that provide support and encouragement.

- ⇒ Hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

Parent teacher conferences are held in the fall (1st marking period) and spring (3rd marking period) of every school year

- ⇒ Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Ronald Edmonds learning center provides report cards to student three times per school year. Parents are also provided with progress reports from the school approx. four weeks prior to the end of each marking period.

- ⇒ Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Ronald Edmonds Learning Center has an "open door" policy when it comes to parent conferences. Parents are encouraged to set up appointments to avoid interrupting instructional time. Parents have also been given teachers email addresses and websites to make contact and find information regarding class assignments and upcoming event

- ⇒ Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

Parents are solicited to participate in all classroom life experiences (trips) and performances. Parents are asked to become involved in the school day by assisting in the main office, the hallways and cafeteria.

Parent Responsibilities

We as parents will support our children's learning in the following ways:

Review homework assignments daily

Attending parent meetings

Completing emergency card accurately

Encouraging time management skills

Providing a model for academic success

Exposing my child to diversity in culture and community

- ⇒ supporting my child's learning by making education a priority in our home by:

- making sure my child is on time and prepared everyday for school;

- monitoring attendance;
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that home is completed;
 - monitoring the amount of television my children watch;
- ⇒ volunteering in my child’s classroom;
- ⇒ participating, as appropriate, in decisions relating to my children’s education;
- ⇒ participating in school activities on a regular basis;
- ⇒ staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- ⇒ reading together with my child every day;
- ⇒ providing my child with a library card;
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school’s discipline policy;
- ⇒ express high expectation and offer praise and encouragement for achievement.)

School Staff-Print Name	Signature	Date
Parent(s) – Print Name		
Student (if applicable)- Print Name		

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 110	District 13	School Number 113	School Name Ronald Edmonds
Principal Stanley Walker		Assistant Principal Jeanne Morgan-Nagle	
Coach Dia Bryant (Math)		Coach type here	
Teacher/Subject Area Mitchell Greggs (ELA)		Guidance Counselor Leslie Krevsky	
Teacher/Subject Area Marie Achille (Social Studies)		Parent Janet Batchasingh	
Teacher/Subject Area Vernette Anderson (Science)		Parent Coordinator Eric Figueroa	
Related Service Provider Susana Zourova (Speech)		Other type here	
Network Leader Charlene Smith		Other type here	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	0	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	923	Total Number of ELLs	27	ELLs as Share of Total Student Population (%)	2.93%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. As the majority of our students come to us via elementary school, they have already been identified. However, for new admits we have them complete a Home Language Identification Survey (HLIS). This survey lets us know what language is used in the home. If the HLIS indicates that a child uses a language other than English, s/he is administered an English proficiency test called the Language Assessment Battery Revised (LAB-R). Performance on this test determines the child's entitlement to English language development support services. (If LAB-R results show that a child is an ELL and Spanish is used in the home, s/he will also take a Spanish LAB to determine language dominance.)

These assessments as well as the informal oral interview in both English will be administered (as necessary) by the ESL teacher, parent coordinator, guidance counselor, and/or testing coordinator. The native language oral interview will be administered by teachers who speak the native language or if no one in the school speaks the language, a request will be made for someone from the Office of Translation Services to assist. One of the above mentioned members of staff will also be responsible for notifying the parents of a child's eligibility for ELL instructional programs. The school programmer and/or guidance counselor is responsible for placing the students in an appropriate class to receive English language services.

The NYSESLAT exam is administered yearly by the ESL teacher and if that person is unavailable, by the testing coordinator and/or the supervising Assistant Principal.

2. The parent coordinator, in conjunction with the ESL instructor, holds orientations for parents or guardians of newly enrolled ELLs to inform them of the different ELL programs that are available. In orientations, materials are distributed about ELL programs, in the family's home language, and families may ask questions about ELL services (with assistance from a translator). At the end of each orientation, school staff collect the Parent Survey and Program Selection Form, which indicates the program that they are requesting for their child. Orientations will be offered twice a year - in November and February, during Open School Week. One-on-one meetings are also available as necessary.

The parent coordinator and guidance counselor will notify families in the two weeks preceding Open School Week via text messaging, phone calls, email, flyers, postings on the school website, and reminders on the monthly school calendar.

3. In September of each school year, NYSESLAT scores will be reviewed to determine which students are entitled to continue receiving services. Entitlement letters, Parent Survey and Program Selection forms will be distributed and collected by the parent coordinator. As our numbers are still relatively small (21-27 students), the parent coordinator can easily follow-up on no-returns with a phone call or home visit.

4. Presently, we do not offer a Transitional Bilingual Education program or a Dual Language Program, therefore all eligible, entitled students are placed in a freestanding ESL program. Assistance in locating schools with TBE or a Dual Language program will be sought through our network if a parent desires such a program.

5. Parents appear to be satisfied with our freestanding ESL program (21 in 2009-2010). As has occurred from time to time, a student will be placed in our school with a Bilingual Alternate Placement Paraprofessional, when the home language is a low-incidence language spoken in our school (e.g. Bengala).

6. Yes

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							2	2	2					6
Push-In														0
Total	0	0	0	0	0	0	2	2	2	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	23	Long-Term (completed 6 years)	8

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	4	0	0	23	0	5	8	0	2	35
Total	4	0	0	23	0	5	8	0	2	35

Number of ELLs in a TBE program who are in alternate placement: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							5	10	6					21
Chinese							1							1
Russian														0
Bengali							1	1						2
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	2						3
TOTAL	0	0	0	0	0	0	8	13	6	0	0	0	0	27

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
 2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
 4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.
- 1a. We currently do not have an ESL instructor. We have been using a pull-out approach. Due to the arts focus of our school, students are placed according to their arts focus and the core contents are departmentalized. With so many parts to consider, it has been challenging to employ a departmentalized, push-in or self-contained format.
- 1b. Our students travel as a heterogeneous block for their core content. ESL instruction is conducted in an ungraded homogeneous pull-out format as it best allows us to ensure that the mandated number of instructional minutes are provided.
2. As mentioned in the previous statement, grouping students by proficiency level, regardless of grade, ensures the delivery of the mandated number of instructional minutes. a) Beginning and intermediate students received 360 minutes per week, and advanced students receive 180 minutes per week. This is also cost effective in that we only require a teacher two full days per week. (Tues and Thurs, ideally)
3. All instruction is delivered in English. The ESL instructor meets with the core content teachers during his/her preps or communicates via

email in order to support the core curriculum instruction that ELLs are being pulled-out of . Various instructional approaches and methods are used based on the goal of each lesson, the students' ages and ability levels, such as: direct teaching, cooperative learning, lecture, lecture with discussion, panel of experts, brainstorming, video/slides, small group discussion, case studies, worksheet/surveys. guest speakers, and values clarification.

4. The nine practices listed below have been found to be effective features of successful ESL programs. We will implement them all of them at varying levels of focus with each of the listed subgroups.

- integrate instruction in reading, writing, listening, and speaking across the curriculum,
- teach the components and processes of reading and writing to students who do not read in any language,
- teach reading comprehension strategies,
- focus on vocabulary development,
- build and activate background knowledge,
- teach language through content and themes (i.e., create relevance),
- use native language strategically in explaining difficult concepts,
- use technology appropriately with other teaching techniques, and
- motivate ELLs by offering choice of reading materials and reading and writing projects.

a. Instructional plan for SIFE: While we do not presently have SIFE, we would consider using the 37.5 extended day minutes to provide combination of literacy, native language, ESL, math and science instruction to them. We have Achieve 3000 and Skills Tutor Math computer-based academic interventions. Many of our special educators are trained in Wilson Foundations, which will also boost language acquisition. To assist SIFE with adjusting to the school and NewYork City, our guidance counselors (2) and social worker would meet with students to discuss issues they face and teach them life skills such as how to handle money and what to do if they get lost.

b. Plan for ELLs with less than three years: Students can be expected to attain proficiency in Basic Interpersonal Communication Skills (BICS) within 1-3 years of instruction. In addition to the computer-based academic interventions of Achieve 3000 and Skills Tutor, targeted writing programs, such as TCWP would be employed to prepare students for the NYS ELA exam. Use of glossaries and enrollment in our Saturday Test Prep program for additional strategy instruction would be encouraged.

c. Plan for ELLs receiving service 4 to 6 years: Students can be expected to attain Cognitive Academic Language Proficiency (CALP) within 5-7 years of instruction. They would continue to be seen by the ESL teacher for the mandated number of minutes as per CR 154, however, they might also receive additional support from other other intervention specialists in the building such as the SETSS (special education teacher support services) instructor or a Speech/Language teacher.

d. Plan for Long-Term ELLs (completed 6 years): Continue language support to make both gains in language and content learning. These language supports may include explicit vocabulary instruction (i.e. pre-teaching and contextualizing vocabulary), alternate reading text, and scaffolded writing activities. Some students are not strong language learners and may continually need language support to access content. Like academic content, academic language increases in complexity from grade level to grade level so ELLs are chasing a moving language target. Students who stay at the same English proficiency level from year to year may look like they are not making progress in academic English, but to stay at the same proficiency level at a higher grade level requires more English knowledge.

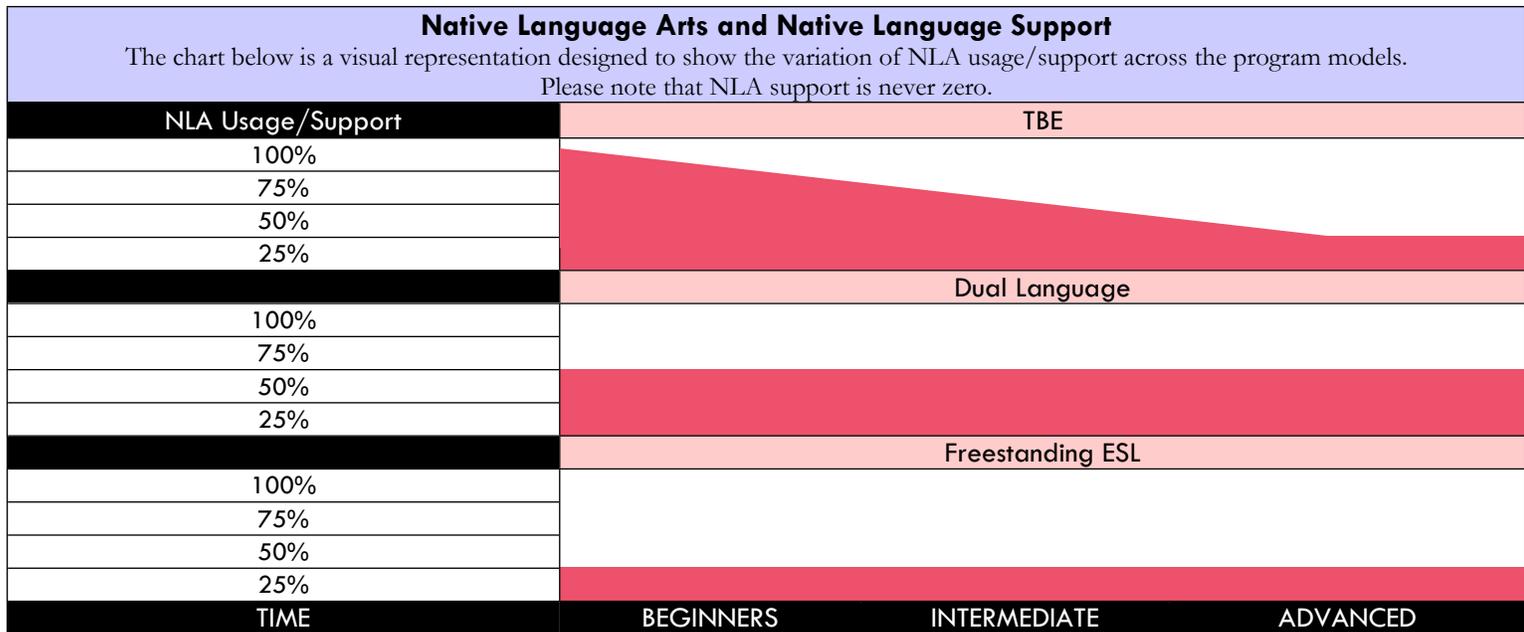
e. ELLs with Special Needs: The nine practices listed above would be implemented with some of the following differentiated strategies: learning stations, jigsaw groups, Gardner's multiple intelligences, brainstorming, tiered assignments, think-pair-share.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

Beginning	Intermediate	Advanced
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ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. All ELL subgroups have the use of Wilson trained staff, Achieve 3000, and Skills Tutor programs available to them. Instructional is usually in English, but Skills Tutor also offers instruction in Spanish.

6. Students who have reached proficiency on the NYSESLAT can continue to receive testing modifications via the academic 504 if it is necessary. They too, can continue to receive additional, supplemental support instruction via the extended day program (37.5 minutes) four days a week and our Saturday Test Prep program which provides specific test taking strategies to students in grades 6 - 8 every other Saturday in ELA and Math (one hour each).

7. We have added Achieve 3000 which is well-received by both students and teachers alike. Skills Tutor continues to be the program of choice for math intervention.

8. No programs have been discontinued.

9. There is Long Island University's Advantage Program which provides homework assistance followed by recreational activities. All students are invited to participate. Our Robotics and Saturday Test Prep programs are also available to all students who wish to participate. They are notified via flyers, parent orientation, monthly calendar and school website notifications. Announcements are also made by the homeroom teachers and occasionally over the school public address system.

10. Classroom libraries (content specific), smartboards, mimeos, laptop carts for research or the aforementioned intervention programs, N-computers (6 computers networked to one CPU), web-based instruction.

11. All instruction is delivered in English. Where necessary, many teachers speak Spanish, which is the largest ELL language group. There is a teacher and a paraprofessional who speak Bengali and a few teachers and paras who speak French. Students are also given access to glossaries and dictionaries.

12. Yes, we have a wide selection of high-interest, low-level readers that are appropriate for middle school aged students.

13. Intensive English language instruction will be offered to newly enrolled students during the first four Saturdays of September. Students and parents involved in this program receive an orientation about the city's ESL program expectations, assistance in completing school forms, and ESL instruction for the students.

14. We currently do not offer a language elective.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Topics of professional development for the 2010-2011 school year will focus on:

- Differentiated Instruction in Content Areas
- Scaffolding instruction for English Language Learners
- Process Writing and Reading Instruction for English Learners
- Integrating Language Instruction and Content Area Learning
- Other topics as yet TBD

We also have weekly common planning in each content area.

2.

3. The ESL teacher provides trainings during common planning periods/grade conferences in order to comply with Jose P. regulation. The total number of students at MS. 113 is 923. Of the 923 students, 170 students have IEPs. Of the 170 students with IEPs, 7 are ELLs. We currently have a high percentage of students with IEPs (18%), only 4% of ELLs have IEPs. Our efforts to conduct workshops in relation to Jose P., are geared for all staff members so that there is a common understanding of guidelines in content includes information on procedures of the Lab-R and NYSESLAT and familiarizing teachers with the content of these tests. ESL mandated hours and students' test scores are also discussed and explained to classroom teachers. They are also provided with instructional visual materials (e.g., graphic organizers).

Additional workshops on various topics such as culture, policy, and immigration are available and provided through the Office of English Language Learners (OELL).

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. There are monthly PTA and School Leadership Team (SLT) meetings. The parent coordinator along with the guidance counselor provides workshops on the High School selection/application process. There will be workshops targeted to the parents of students with special needs and also in the Math and ELA content areas (e.g. family math night/ math bingo)

2.

3. The PTA puts out a yearly survey/questionnaire to determine the parents' needs as they do shift from year to year.

4. In years where the need is greater, there may be more meetings/workshops around testing or high school articulation.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		